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ABSTRACT

An evaluation of the instructional development program at the University of North Dakota (UND) over the first 2 years, and 1981-1982 (second year) expenditure data, are presented. The program, which provides resources for improved instruction and professional development of UND faculty members as teachers, involves direct service, grants, and advocacy. The Office of Instructional Development (OID) provides direct service to faculty and staff members through materials, consultation, and assistance. During 1981-1982 two series of publications were initiated to address faculty interest areas and provide faculty an opportunity to write. In addition to direct service, the program provides funds to faculty and staff for projects that may improve instruction. Lists of projects funded through instructional development grants and of faculty who received developmental leave supplements are presented, along with descriptions of projects supported through instructional development contracts. During 1981-1982, 17 instructional development grants, 26 instructional development contracts, and 9 developmental leave supplements were awarded. OID advocacy efforts have included the adult student, science education, general education, and interdisciplinary studies. Additionally, OID has assisted the North Dakota Board of Higher Education and other institutions with their faculty development programs. Results of a faculty survey are presented concerning awareness/knowledge about instructional development programs and perceptions of the effectiveness of instructional development. Specific feedback from faculty who were awarded grants/contracts is also included. (SW)

ED224423

INSTRUCTIONAL DEVELOPMENT REPORT

A Program for Instructional Development at the University of North Dakota:

Second Progress Report

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Robert E. Young
Office of Instructional Development
University of North Dakota
September 1982

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Editor's Note

This report describes the activities of the Office of Instructional Development, and related activities, supported by a grant from the Bush Foundation. It should be considered a "Second Progress Report," covering the academic year 1981-82. A previous report, Eighteen Month Report (recently retitled "A First Progress Report"), described activities, results, and recommendations for the first year of the program.

This report has three sections. First a description of activities during the 1981-82 academic year. Second, an evaluation of the instructional development program over the first two years. And, finally, a report of expenditures for 1981-82.

A number of persons at the University of North Dakota contributed to the preparation of this report. Most notable, Dean Vito Perrone (Center for Teaching & Learning) wrote the evaluation section, and Brenda Tweten (Secretary, Office of Instructional Development) prepared the budget section.

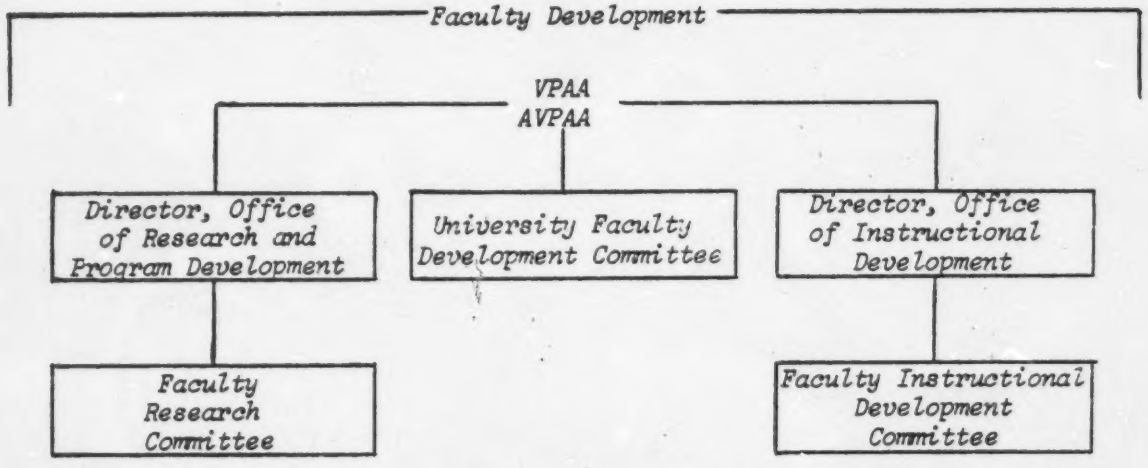
Instructional Development
at the University of North Dakota
1981-82

A Brief Summary

Objectives

- To provide resources for improved instruction and the professional development of UND faculty members as teachers.

Organization



Activities

- Direct Service (materials, consultation and assistance provided to individual faculty and staff members, departments and colleges, and other offices and committees in the University) - 200 persons served

- Money

Instructional Development Grants - $20,000 awarded
17 projects funded
involving 20 persons
from 14 departments
$58,170 requested

Instructional Development Contracts - $46,800 awarded
26 projects funded
involving 42 persons
250 faculty/staff served

Developmental Leave Supplements	-	$25,000 awarded 9 persons supported from 9 departments

- Advocacy. The Office of Instructional Development has been involved in activities aimed at improving the quality of instruction in a variety of areas, including academic skills, adult learning, general education, science education, honors, computer-aided instruction.
- Other Activities. The Office of Instructional Development has assisted the North Dakota Board of Higher Education, the Bush Foundation, and a number of other institutions in the region with their faculty development programs. The Director has participated as a board member on national faculty development organizations, and has contributed to the literature in the field.

Funding

• Bush Foundation	-	$128,780
• University of North Dakota	-	$ 28,249

Faculty Development

Along with the Office of Academic Affairs, the Office of Research and Program Development, and the colleges and departments of the University, the Office of Instructional Development provides a wide range of resources and opportunities to support the professional growth and achievement of the UND faculty. The University Faculty Development Committee, constructed of faculty and staff, coordinates faculty development activities, and publishes a booklet describing these activities.

Second Progress Report:
A Program for Instructional Development
at the University of North Dakota

I. Description

In "A First Progress Report" (then titled Eighteen Month Report), the objectives and activities of the Bush-funded instructional development program at the University of North Dakota were presented in some detail. A program involving direct service, funding, and advocacy for improved instruction was detailed. A program with its goal, "to provide resources for improved instruction and the professional development of UND faculty members as teachers" was described. With this goal and these activities in mind, this second progress report describes what has happened during 1981-82, the second year of the program.

In this second report, an attempt has been to go beyond facts and figures, to highlight certain developments of the past year and tc give examples of the activities underway.

Much of the first year of the project involved translating a proposal into reality; the second year has built on that experience. In this report we have tried to put this past year into the context of the entire twenty-four months.

Throughout the planning and first two years of this project, we have kept in mind that many activities and many people who support instructional development at UND have been in place for a number of years, and some have been made possible by new funding from the University and the Bush Foundation. This report tries to acknowledge all these activities and people but gives a special highlight to those made possible by the Bush grant.

Direct Service

The Office of Instructional Development continues to provide direct service to faculty and staff members through materials, consultation, and assistance. This service, begun at UND with the Bush grant, is provided by the Director, a small office staff (highlighted later in this section), UND faculty and staff working through the office, and by periodic visitors to the campus.

The major development in this area of direct service this past year has been in materials prepared for faculty. Two series of publications were begun, intended to provide our teaching faculty with stimulating reading and useful ideas concerning college-level teaching. Instructional Development Ways and Means--the first three devoted to "Course Planning," Testing and Grading," and "Teaching Evaluation Resources"--are pragmatic guides for college teachers. These have been distributed to a wide variety of UND faculty, and they have been requested by other faculty development programs. Individual faculty members request them, the staff passes them on to people working on these issues in their teaching, and informal and formal seminars have been built around them in a small number of departments. At the request of the college deans, the guide devoted to teaching evaluation was distributed to each academic department as a resource for faculty to use in evaluating their teaching.

A second publication series, College Teaching Monographs, also has been begun. Two have been printed and announced to the faculty--"An Individualized Teaching Approach: Audio-Tutorial" by R. K. Snortland (UND's Department of Mechanical Engineering) and "A Look at Assumptions About Teaching and Its Improvement" by J. F. Noonan (Virginia Commonwealth University). Nearly 100 copies have been distributed, again by request or "targeting" to

particular persons known to be interested or in need of the kind of stimulation that these essays try to provide. These essays have another, actually more important, purpose. The series provides UND faculty an opportunity to write about their teaching. Too few incentives and not enough opportunities exist for faculty members to reflect--even systematically investigate, as Snortland has done--on their teaching and then to write about it. We have wanted to provide such an opportunity. The Office--the Director and Ms. Jacqueline Davis (Editorial Associate)--solicits essays from UND faculty members, and then assists authors with editing of the monographs. Sometimes we suggest extension of reports required of faculty who receive Instructional Development Grants, Contracts, or Developmental Leave Supplements, and other times we request elaboration of informal papers prepared for campus or conference presentation. All UND faculty have been invited to write for the monograph series. And, as in the case of the Noonan paper, we solicit essays from teachers at other campuses, who we think will have something interesting to say to our faculty at UND. Three more monographs are now "in press," authored by UND faculty members.

Each monograph is reviewed by a "panel" of UND faculty and teachers at other campuses. The purpose of this review is less to screen monographs, and more to assist the author in preparing a piece interesting and useful to other college teachers. Monographs, in the same way as Instructional Development Ways and Means, have begun to be requested by other faculty development programs in the region.

Both series of publications have been begun, and resources of the program have been committed, because of a couple of hypotheses about faculty development. First, University faculty members learn proficiently, possibly most proficiently, by reading. Reading is a well practiced approach to

gaining knowledge, and even skills, for persons educated through the graduate level. With this in mind, any faculty development program might not put too much of its resources into appropriate, well developed, and timely written materials. Second, we hypothesize that written materials, easily accessible, give faculty members a degree of control over their professional development. And, as it seems that University faculty members value control over their time and involvements, written materials that they can use at their own choice, time, and place look like a good bet for a faculty development program. Over the next year we will give attention to the use and effect of these materials.

The Office continues to build and maintain files and a working library of written and audio-visual materials related to college teaching. It serves as a clearinghouse at UND--and increasingly in the state and region--for information about college-level instruction, curriculum, and post-secondary education in general. These materials do not get great use--possibly once a week someone besides the staff will use them, but they have been appreciated when requested. In addition, the Director and staff continue the practice of sending books, articles, clippings, and announcements to UND faculty and staff. Not a day goes by when something is not being stuck in a campus mailing envelope and sent to someone; the day the Chronicle of Higher Education arrives usually means four or five items relayed somewhere on campus. Possibly more faculty members are served in this way than any other over the course of a year, at least 100 each year.

The Office also provides consultation and "roll-up-the-sleeves" assistance to faculty and staff, as described in the first progress report. At least as many have secured these kinds of services as in the first year, over 100, through meetings with the Director, seminars and workshops, or some of the funded projects described later in this section.

In a paragraph let us try to give an idea of the kinds of consultation and assistance provided, just in the last six months. Some examples include assisting a junior faculty member with a review of his work as a teacher, advising a nursing professor on writing a report of her instructional development project, observing and giving encouragement to a psychologist's use of computers in instruction, bringing together a professor of electrical engineering and the campus media director to solve an instructional problem, forming a group from a number of departments to improve clinical teaching, preparing materials and advising a college's teaching evaluation committee; moderating a series of meetings among Speech, Journalism, Library Science, and Industrial Technology departments to consider a common curriculum, presenting a semester series of seminars for Engineering & Mines faculty, and presenting a semester Faculty Seminar around the new book, The Modern American College. The Office, assisted in the establishing of a group--and a room on campus--to coordinate interdisciplinary activities among faculty, worked with a committee to develop a women's studies program of study, helped Medical Technology faculty plan workshops for clinical faculty, and participated in the search for a new director of research and program development.

Some of the consultation and assistance involves short phone calls, others require extended sessions or a series of meetings, both with individuals and groups, over the course of the year. After two years a number of faculty members have established a continuing relationship with the Office, asking for assistance when needed, pursuing projects, using resources --sometimes money, sometimes materials, sometimes staff time--or simply stopping to discuss teaching or give their idea a whirl.

The major development in consultation and assistance has been the Teaching Consulting Group. Mentioned in last year's report, this group of five faculty members--Pat Glassheim (Philosophy), Steven Harlow (CTL), Susan Moch (Nursing), Rodney Medalen (Accounting), and Dan Sheridan (English)--formed to provide consultation to other faculty. They prepared themselves during the first semester, meeting weekly, and then "went public" the second semester. Prepared to each work with one or possibly two other professors each term, the group received interest in this service from over 50 faculty members and graduate students. To meet this demand, each member agreed to work with groups of people. Seven groups were actually formed. Response from faculty has been encouraging, evidenced by the interest of many to continue these groups this year. The Teaching Consulting Group, coordinated this year by Elliot Shubert (Biology), will continue, as well, prepared to work with these groups and individual faculty members.

A guiding concept of the Bush-funded instructional development program at UND has been faculty members as <u>providers</u> as well as receivers of assistance. We have a talented faculty, and resources for a central staff are limited. The Teaching Consulting Group provides a good example of this concept at work.

Instances of direct service--materials, consultation, and assistance--have not all been a rousing success. Sometimes communication breaks down between staff and a faculty member; at other times the services (e.g. staff and faculty) get stretched too thin to do an effective job. Workshops have not always been concrete or pragmatic enough for faculty attending. The evaluation section that follows provides some evidence about the services provided through the Office. Suffice it to say here that these services have been extensive, both in kinds and the number of faculty involved.

Conservatively estimated, one-half of the UND faculty has been served in some way by the instructional development program.

Funding

In addition to direct service, the instructional development program, made possible by the Bush grant and matching University money, provides funds to faculty and staff for projects which lead to "improved instruction and the professional development of UND faculty as teachers," the objective of the program. In the second year, we continued to offer three separate funding programs: Instructional Development Grants, Instructional Development Contracts, and Developmental Leave Supplements. The next section of this report, Evaluation, evaluates the experience and effectiveness of these funding activities, but here we want to present briefly the people and kinds of projects funded, and describe some of the highlights of the second year.

Instructional Development Grants

Grants, as different from Contracts, and Supplements, are made by the Faculty Instructional Divelopment Committee, a six member committee elected by the University Senate. The Committee calls for proposals twice each year, in October and February, and in the past two years has had $20,000 to grant to worthy proposals. The Grants program is that source of funding which faculty members can approach when they have ideas for directly improving their courses or curricula or enhancing their professional skills as teachers.

Sixty-two proposals have been received over the past two years, thirty of those this past year. These proposals have requested $115,653.60; $58,168.60 this past year. Twenty thousand dollars has been awarded each year; 35 projects were funded, with 17 this past year. A list of projects funded looks something like this:

1981-82

Name/Department	Title	Amount
E. Adams/Mathematics	Computerized Tomography	707.00
D. Anderson & L. Anderson/ Health, Physical Education and Recreation	Slide-Tape Program for HPER Outdoor Recreation Classes	182.48
H. Boswau/Languages	Germans from Russia	569.00
D. Kuschner & S. Harlow/ Center for Teaching and Learning	The Development of Child Lives Simulation: A Prototype of a Simulation Activity for Undergraduate Teacher Education Programs	3,200.00
M. Laccinole/Communication Disorders	Adult Communication Assessment and Intervention	920.00
S. Peterson/History	Development of Public History Sequence	200.00
J. Reid & R. LeFever/Geology	Search for Geology Field Sites for Classes in Geomorphology (Geology 311) and Sedimentology (Geology 411)	518.00
P. Schwartz/Languages	Attendance at Dartmough College Foreign Language Workshop	824.00
R. Van Voorhis/Music	Funding for Research and Development of a Cassette/Album and Study Guide for Student Use in Music 100 (Music Understanding)	3,000.00
W. Borden/English	Inter-Arts Project	1,770.00
S. Digby/Center for Teaching and Learning	The Development of an Improved Undergraduate Language Arts Methods Course	950.00
M. Gregory/Mathematics	A Calculus Study Guide and Supplement	2,500.00
G. Iseminger/History	The Spanish Civil War	210.00
P. Kannowski/Biology	Improvement of the Invertebrate Zoology Course by Expansion of Regional Collections	2,400.00
D. Kohns/Business and Vocational Education	Undergraduate Curriculum Development Project "Microcomputer Adaptations for Business Planning and Analysis"	750.00

1981-82 cont.

D. Nelson/Languages	1982 Summer Study in Germany	725.00
J. Sinn/Industrial Technology	Industrial Safety Education	560.00

1980-81

Name/Department	Title	Amount
F. Ceyhun/Economics	Creative Teaching Methodology in "Principles of Economics II" - Econ. 102	860.00
L. Palanca/Languages	Latin by the Natural Way	1,725.00
C. Hess/Communication Disorders	A Comparison of Two Supervisory Procedures: Bug-in-the-Ear and Oral-Written Feedback	270.15 (+ 5.88)
H. Straus/Journalism	Instructional Improvement in Photographic Education in the Department of Journalism at UND	530.00
D. Bartak/Chemistry	Microcomputers in the Laboratory	1,240.00
M. Olson/Special Education	Videotape Interface Project on Handicapped Populations	2,056.00
K. Chang/Geography	A New Course on Computer-Assisted Cartography	1,000.00
E. Einarson/Music	Music Computer Assisted Instruction	2,500.00
S. Jalal/Biology	Innovative Undergraduate Instruction for Biology 357 (Modern Genetics and Man)	3,110.00
J. Bakken/Languages	Foreign Student Assistants in Introductory German	2,458.00 (+ 100.00)
R. Beringer, J. Vivian, G. Smith/History	The American History Slide Collection	397.50
J. Hootman/Electrical Engineering	Microcomputer Lab Update	690.00
D. Munski/Geography	Developing a Field Course on Geography of Manitoba	671.30

1980-81 cont.

G. Prigge/Mathematics	A Mathematics Anxiety Instructional Unit	100.00
J. Rackl & D. Engel/ Communication Disorders	Communication Assessment and Intervention with Severely/ Profoundly Handicapped Children	850.00
D. Sheridan/English	Participation in a Rhetoric Seminar ("Current Theories of Teaching Composition")	319.05
L. Tabor/Psychology	Construction of Videotapes on Adulthood and Aging for Psychology Courses	140.00
N. Woolsey/Chemistry	Computer Assisted Instruction in Chemical Spectroscopy	983.00

A number of significant developments have marked the Grants program and the FIDC this past year. First, the Committee made some strides toward helping faculty members evaluate the results of their projects. It produced and distributed to grant recipients a guideline for evaluation reports required of each project. The record in receiving reports of projects has increased significantly. Also, the Committee contracted, with money from the Office of Instructional Development (through the Contracts fund) a faculty member, Jim Larson (Sociology), to assist people in preparing and executing evaluation plans. Larson also has prepared a "primer" on evaluation of instructional projects, which should be helpful to grant recipients, and other faculty and staff. Evaluation--how much to require, what assistance to give--continues to be a sticky problem.

Secondly, the Committee initiated a new opportunity for faculty members at UND: Summer Instructional Development Professorships. The University for a number of years has given Summer Research Professorships, to allow faculty time in the summer to pursue research projects. The Committee, in

cooperation with the Office of Instructional Development, decided to offer the same opportunity for full-time instructional development in the summer. With a Contract from the Office of Instructional Development, the FIDC offered two professorships, on a competitive basis. Six applications were received.

It is too early to assess the results of this first summer's projects, but informal discussion with the recipients--Arthur Jacoby (Sociology) and Judith Euller (Nursing) indicate that the stimulation and revitalization each felt from a summer to concentrate on instructional development may be as important a benefit as the direct course development and improvement each pursued.

Finally, during the year the University (the President's budget committee) approved an additional $10,000 to the Instructional Development Grants fund. This exceeds the match which the University promised in the proposal to the Bush Foundation, and represents a recognition by the University that these grants play an important role in improving the quality of instruction at UND.

Members of the FIDC in 1981-82 were James Vivian (History), Myrna Haga (Social Work), Susan Moch (Nursing), Elliot Shubert (Biology), Richard Landry (Educational Measurements & Statictics), with Mark Grabe (Psychology), Chair, and Robert Young and Alice Clark, ex-officio members.

Instructional Development Contracts

This past year has seen a clarification and focusing of the Contracts program. Even though this funding is less well-understood by our faculty than the Grants or Developmental Leave Supplements (as reported later in the Evaluation section), it has received an increasing number of uses in our instructional development program. This fund was created within the

Bush grant to encourage faculty and staff members to plan faculty development activities themselves. With a small central staff and a talented faculty, it was thought that $50,000 or so could go a long way in providing materials, workshops and seminars, and consultation and assistance for UND faculty. The Contracts fund would provide, the plan proposed, supplemental salary where necessary and expenses related to these faculty development activities. The Office of Instructional Development has the responsibility for administering this fund and assisting faculty with these activities.

As described in the first year's report, the Contracts fund was used flexibly to stimulate a whole variety of instructional development activities. Sometimes it was used to fund projects which really should be considered by the Instructional Development Committee--direct improvement of instruction or individual faculty development. With fewer requests for Contracts funds, as might be expected in a first year, and with an interest in impact across the University, quickly, the fund could be used in that way. But with an increasing number of requests, and with additional money available to the Grants program, the Contracts fund has been used more and more as originally intended.

In the second year, 27 separate projects were funded, compared to 23 in the first year; $46,802 was expended, compared to $36,921 in the first year. This list of Contracts for both years includes: (* indicates 1981-82)

<u>Curriculum Projects</u>

- Women's Studies (Women's Equity Committee). $780*. Assisted faculty members from 20 departments to build recent research about women into their courses and methods, through workshops and written materials.

- Multi-Cultural Education (C. Traugh, CTL, and others). $1350. Assisting faculty members from many departments with multi-cultural issues in courses and curricula, through workshops, written materials, and consultation
- Rural Studies (R. Pynn, Political Science). $4000. Developed a proposal for a cross-department curricula in Rural Life, as part of a proposed Institute for Rural Life.
- Computer Programming (G. Kemper, Computer Center, and faculty from Computer Science and Accounting). $1261. Developed an approach to teaching computer programming using interactive computing, used in both computer science and accounting departments.
- *Science Education (Elliot Shubert, Biology). $3500. To study science education at UND and North Dakota schools and make recommendations for UND's course of action.
- *New Student Orientation (George Frein, Religious Studies). $1568. Planned and coordinated a program to orient new students to academic life at UND.

Instructional Materials and Methods (These projects support the development of materials having potential for campus-wide impact.)

- Math Anxiety Modules (G. Prigge, Math). $2500. Developed and tested mediated, self-directed materials for students with anxiety related to math and other quantitative courses.
- *Computer Users Manual (E. Adams and L. Mauland, Math). $2500. Developed and tested two manuals, introducing students (and faculty) to a new UND computer system; these manuals are used in computer programming (described above), math, and other courses.
- *Faculty Instructional Development Committee (Mark Grabe, Chair). $3500. To support Summer Instructional Development Professorships.

Interdisciplinary Activities (These projects encourage the interaction of faculty members from different disciplines.)

- African Studies (J. McKenzie, English, and others). $350.50. Coordinated courses and seminars involving faculty, and students from History, Languages, Anthropology and Sociology, and English.
- North Dakota Poetry/Tom McGrath (D. Marshall, English and others). $360. Brought faculty and students together from a number of departments, around the visit of poet Tom McGrath.
- *Honors Program (R. Hampsten, Director). $5000. Increased the number of faculty participating in the Honors program, by providing released time to teach with other faculty in Honors Colloquia.
- *Group for Interdisciplinary Theory and Praxis (K. Hulley, English et al.) $2000. To support the faculty seminar by Michael Ryan and follow-up interdisciplinary activities.
- *Faculty Study Group on Science, Technology and Society. $2300. Held a week-long seminar, involving 10 UND faculty members.
- *India (J. McKenzie, English and G. Lang, Anthropology). $250. Planned a series of programs for faculty and students around visit by Med Vehta. (Jointly funded by Multi-Cultural Education Task Force.)

Professional Development (Awards for the professional development of individual faculty members. These normally have been made from the Instructional Development Grants program, but in cases where the development of an individual(s) has special importance to the institution, or where timing makes other funding inaccessible, Contracts have been awarded.)

- English Graduate Teaching Assistants (N. Kinghorn, Chairman) $400 and *(E. Chute, Director of Freshman Composition) $1500. Provided workshops for training and widening the experience of GTA's who teach freshman composition.

- Computer Science (M. Tokko, Chairman). $475. Provided training for a faculty member in a new computer language, essential to the curriculum (jointly funded by the School of Engineering & Mines).
- Industrial Technology (M. Bender, Chairman). $175 and*$325. Provided training for two faculty members in emerging technologies, essential to the curriculum.
- Engineering & Mines (T. Owens, Associate Dean). $400. Fund to provide language and speech training for foreign-born faculty members.

*· Bismarck Group (Gordon Henry, et al). $400. To support a seminar on faculty career development presented by Sophie Freud Loewenstein.

*· Ron Engle (Theatre Arts). $200. To provide matching funds for participation in NEH Summer Fellowship program.

Department Instructional Planning (These projects involve departments in formal, systematic evaluation and planning activities regarding their curriculum and instructional methods.)

- Biology (L. Oring, Chairman) $200 and*(R. Crawford, Chairman) $300, Economics (R. Kauffman, Chairman) $1420, *Geology (D. Halvorson, Chairman) $332, and*Business & Vocational Education (R. Bloomquist, Chairman) $300. These departments have taken retreats to plan policies, curriculum and instructional methods (jointly funded by the Office of Research and Program Development).
- Sociology (A. Selbyg, Chairman) $225. Chairman planned a series of department meetings, after attending ASA workshops on teaching.
- Nursing (M.J. Canar and others) $2300. Independent, self-paced approach to Nursing Skills Lab was reviewed, tested, and adopted.

*· Communications (H. Heiman, Speech, and V. Keel, Journalism) $1000. Journalism, Speech, Library Science and Audio-Visual, and Photography

(Industrial Technology) faculty planning a new Communications department, through faculty retreats and visits to other campuses.

*. Music (R. Krueger, Chairman) $195. Chairman developed a "marketing plan" for music department, after attending marketing conference.

*. Adult Learner Review Committee (R. Boyd, Continuing Education) $4000. Faculty and staff committee (representing 5 departments and 3 administrative units) reviewed and made recommendations regarding academic programs, teaching strategies, and student services for adult learners at UND.

College Faculty Development Activities

· College of Human Resources Development (HRD Faculty Development Committee) $5000. Provided college faculty development committee funds to encourage and support instructional development activities on a college basis.

Faculty Resources for Instructional Development (Involving faculty, not only as recipients of instructional development services but also as providers of services, was a central strategy advanced in the proposal creating the Instructional Development program. The following projects use this strategy.)

· Instructional Evaluation/J. Larson (Sociology) $4352.50. Provides consultation and materials, and assistance to individual faculty, departments, the FIDC, and the Office of Instructional Development.

· Adult Development & Learning/L. Furman (Social Work) $373. Presented a workshop on adult development, and assistance to Office of Instructional Development on adult learning.

· Academic Advising/M. Haga and G. Veeder (University College) $570. Provided consultation to Academic Advising Committee, after attending regional conference on academic advising.

- Stress/L. Hill (Theatre Arts) $346. To provide a workshop and information for faculty on stress in the artistic professions, after attending conference on stress.
- Microcomputers/Computer Science Department $500. Provided three workshops for faculty members on microcomputers and applications in teaching and research.
- Professional Development and Institutional Leadership/H. Smiley and M. Wakefield-Fisher (HPER and Nursing) $1050. Planning a series of seminars for faculty and staff, emphasizing a better understanding of the University.
- General Education/C. Thompson (Anatomy and G.F. Central High School) $423.50. Participating with the General Education Committee after attending the Bard College Institute on General Education.

*. Career Development/G. Henry (Dean of Students) $800. Providing consultation and workshops for faculty members, after participation in the Loyola University Faculty Career Development Project.

*. Instructional Simulation/D. Markovich (Economics) $300. Producing description of use of simulation as an instructional method, after testing a commercial simulation in a course on Money and Banking.

*. Women's Studies/Kathleen Hulley and others (English) $192. Provided information to faculty from various disciplines integrating scholarship about women into their courses and curricula.

*. Instructional Media/Instructional Media Consulting Group (M. Russell, D. Beach, W. Lesko, and R. Young) $6000. Provides funding for instructional media production and consultation on instructional design and use of these materials.

*· Faculty Instructional Development Committee (Mark Grabe, Chair). $1000. Contracted with Jim Larson (Sociology) to develop a "primer" on instructional evaluation and to provide consultation on evaluation of instructional development projects.

*· Microcomputers/Wayne Bruce (Medical Technology). $514. To provide examples and consultation on use of microcomputers in laboratory courses.

The categories in which the list is presented suggests that Contracts projects--faculty development projects--seem to cluster around certain kinds of activities. Even though a number of faculty members still express some uncertainty about how to use this funding, increasing people seem to be seeing that they can plan projects, and be funded, to assist not only their own instructional and professional development but that of their colleagues as well. That is a heartening sign for the continuance of our instructional development program, but also for the future of the University. The projects of James McKenzie (English) continue to be models for the faculty involvement in the faculty development program. Professor McKenzie is able to identify an interest shared by a number of faculty--the most recent case being India--and then plan a stimulating series of programs that bring these faculty and their students together in ways they do not frequently experience. This semester Med Vehta, writer for the New Yorker, foremost interpreter of Indian society and culture, and recent McArthur Prize winner, will be the centerpiece of McKenzie's programs for faculty and students.

There is a story behind every Contract and an insight into faculty and instructional development, but just two more will be mentioned in this report. First, the awards to G.I.T.A.P. (Group for Interdisciplinary Theory and Praxis) and the Faculty Study Group on Science, Technology, and Society represent a growing activism on the UND campus for interdisciplinary

interaction and work among faculty--and students. With encouragement and assistance from the Office of Instructional Development, these groups of faculty are trying to develop mechanisms for instructional development activities: physical space to meet and work, budgets for programs and materials, newsletters for communicating between divisions within the University. These projects are not without their trouble, though. Squabbles, both personal and intellectual, the bain of most instructional development activity, have arisen even in the early stages of this development on our campus. The effect of putting instructional development resources into instructional development activities such as these has magnificent promise, yet remains to be proven.

Finally, we have begun to use Contracts funding to, in effect, add to the staff of the Office of Instructional Development. This year Elliot Shubert (Biology) will spend part of his time as Senior Associate in the Office. This opportunity was created as we recognized that a number of faculty had an interest in instructional and faculty development that went beyond their own projects or short term work with other faculty. Shubert will spend part of each day working with the Director, learning about instructional and faculty development, coordinating the Teaching Consulting Group, studying and proposing approaches to science education at UND, all projects of the Office of Instructional Development. In addition, he will have time to read and write about college teaching. This position will be experimental this year, and announced to the entire faculty if continued next year. But, it has been created as a recognition of the deepening interest of some faculty in instructional development and of the central role that the Office of Instructional Development has come to play in the faculty and instructional development programs at UND.

Developmental Leave Supplements

With the recognition that Developmental Leaves granted by the University should be used to advance one's professional interest and abilities as a teacher, as well as a scholar or artist, the original Bush proposal set aside $25,000 each year to supplement the salary given for these leaves taken to pursue instructional development. In the first two years 20 faculty members have received supplements, 10 in each year, ranging from $1250 to $5000. The first progress report described the procedure by which these awards are made. The list of recipients includes:

1981-82

Lyle Steinmeier (Accounting). $2500.

(Study at the University of Minnesota and in CPA firms, of technological advances in accounting.)

Pat Glassheim (Philosophy). $2500.

(Study in Grand Forks and at regional institutions, of Humanities curricula and pedagogies.)

Vern Keel (Journalism). $2500.

(Study in Montreal, of Canadian approaches to journalism education.)

Beverly Brekke (Center for Teaching and Learning). $2500.

(Study, at various centers on aging, of methods of teaching sexuality in aging adults.)

Lee Furman (Social Work). $2500.

(Study, in the Fielding Institute doctoral program, of adult learning and social work education.)

Arne Selbyg (Sociology). $2500.

(Preparation of text materials, in Norway, of comparative social systems.)

Robert Seabloom (Biology). $2500.

(Study, at the University of California, Davis, of approaches to teaching advanced Biology.)

Dan Sheridan (English). $3750.

(Study, in Grand Forks and elsewhere, of the complementary processes of reading and writing and pedagogy to teach both.)

Phil Hisey (Music). $3750.

(Study, in Grand Forks and elsewhere, of music pedagogy.)

1980-81

Steven Harlow (Center for Teaching and Learning). $3655.

(Study, at UCLA, of emotional disturbance in children.)

Donald Miller (Visual Arts). $5000.

(Study of folk pottery in Mexico.)

Graciela Wilborn (Languages). $5000.

(Study of Spanish language and culture, in Spain.)

Jacquelyn McElroy (Visual Arts). $2500.

(Study of new painting and printmaking approaches.)

Douglas Peters (Psychology). $2500.

(Study in the field of environmental psychology and social ecology, at University of California, Irvine.)

Ronald Kutz (Center for Teaching and Learning). $2500.

(Study in mathematics education, at University of Wisconsin.)

William Sheridan (Biology). $2500.

(Study in developmental biology, at University of Missouri, Columbia.)

William Wrenn (Biology). $1250.

(Study in insect Biology, at University of California at Long Beach, and development of materials and approaches for Introductory Biology.)

Stuart Lundberg (Accounting & Business Law). $2500.

(Advanced degree study at University of Denver, School of Law.)

William Borden (English). $1250.

(Residency at the Playwright's Center, Minneapolis.)

An evaluation of the Supplements is underway, including extensive interviews with Supplement recipients, both before and after their leave. Although that look will not be finished until the end of this year, an informal assessment paints a positive picture. As suggested in last year's report, this funding program may have the most palpable effect on the "vitality" of faculty as any other aspect of our over-all program. It's not just hype to say that each person has returned more enthusiastic, more knowledgeable, and more skilled than when they left. Possibly the most significant result seen in those who have completed their leaves is a certain heightening of their own self-respect. Graciela Wilborn, after a year in Spain, expresses more confidence in herself as a teacher of Spanish language and culture to her students, and her colleagues. Ron Kutz learned at the University of Wisconsin, among other things, that he was doing as good work in teaching students about the use of computers in math instruction as anyone. And Bill Borden became a nationally-performed playwright, with the confidence that he can teach students at UND significant things about playwriting and creative writing of all sorts.

The Supplements program, though, continues to fall a little short in getting people off on leaves focused intently--even exclusively--on instructional development. Four years ago Robert Snortland (Mechanical Engineering) took a leave to Purdue to work with Sam Postlewait on the use of the audio-tutorial method in teaching. He came back and revamped the way Engineering Graphics is taught at UND, revitalizing himself and saving the University a bundle of money in the process (described in a College Teaching Monograph,

"An Individualized Teaching Approach: Audio-Tutorial," by R. K. Snortland). We have not had leave proposals like that one.

Most leaves combine instructional development with research, writing, or advanced study. Possibly these leaves are the best kind, since they combine purposes important to a university. We will continue in the next year to develop this funding program, as an approach to faculty and instructional development.

In the first year's report we make "a special note about funding" which is important to make again. Although the three funding programs created by the Bush grant and University matching funds have contributed the greatest number of dollars to instructional development, colleges and departments also have provided special funding to support the objectives of "improved instruction and the professional development of UND faculty members as teachers." Grants, Contracts, and Supplements, in a number of cases, have been supplemented with funds from academic units. The spirit of "finding the money necessary" seems not dead at UND, even in a difficult economic time.

Advocacy

The Director of Instructional Development has continued to serve as a spokesperson for instructional development at the University. As described last year, this has meant 1) giving advice to the Vice President for Academic Affairs and other major administrators and faculty committees on issues related to instructional development, 2) increasing opportunities and rewards for instructional development, 3) strengthening existing instructional development-related services, and 4) seeking additional resources for instructional development. The Office has continued in each of these activities. A few special projects merit some mention.

The Office and Director have lent encouragement, support, some assistance to special "causes" on the campus, i.e. the adult learner, the career

development of our faculty, science education, interdisciplinary activity, and academic orientation of our students. In each case the Office has tried to bring together those faculty and administrators with some interest and stake in these areas. As described in the next section on Evaluation, the Office has served effectively to create "links," even networks, among faculty and staff members around significant interests and issues. In each case mentioned above there has been some concrete result, owing in each case to the efforts of others, but facilitated by the advocacy of the Office, i.e. a handbook for teachers of adult students produced by the Division of Continuing Education, career seminars and consulting for faculty conducted by Gordon Henry (Student Affairs), a study group on science education led by Elliot Shubert (Biology), a room for interdisciplinary activities arranged by Ben Ring (Philosophy), and a special orientation program for freshmen planned by George Frein (Religious Studies).

The first progress report also projected the Office more into the issue of the reward and recognition of teaching on our campus. Working with the University Faculty Development Committee, we have begun discussions about ways to better document teaching performance, a difficulty in considering teaching in promotion, salary, and tenure decisions. In the coming year the University Senate will consider criteria for promotion, and the Office and related committees will have something to say in that debate. Also, the Director has requested to be more involved in the annual recognition of outstanding teachers. Although concrete progress in better recognizing and rewarding instructional development, and its result, outstanding teaching, is hard to discern, those involved in the instructional development program seem well positioned, along with many others, to continue to advocate it.

Finally, the Office has been somewhat successful in finding additional resources for instructional development. Through a separate grant from the Bush Foundation described below, we have been able to provide additional assistance to our faculty in writing for publication, particularly in writing about their teaching. Most dramatically, though, the Office in July received a $212,000 grant from the Fund for the Improvement of Postsecondary Education to support a project to improve basic skills, i.e. writing, reading, math, and study skills, of our students and those students in nine high schools which send UND a large share of its students. The project provides resources --materials, consultation and assistance, and funds--to our faculty and the teachers in these nine high schools. This project was developed in cooperation with the Division of Student Affiars, most notably Heather Huseby, and a number of academic colleges and departments, notably English, Math, and the Center for Teaching and Learning.

"Providing resources" is a goal of the instructional development program; funding them has been an important activity of the Office. As acknowledged earlier, the colleges and departments, as well as the President and Vice Presidents for Finance and Academic Affairs, have been very responsive in providing resources, in addition to what the Bush grant can provide. They have assisted the Office in the advocacy for instructional development at UND.

Other Activities

Again in the second year the Office of Instructional Development has been active in ways beyond its principal responsibilities described above.

On campus, the Director, as a member of the faculty, has participated with the Foundations faculty in the Center for Teaching and Learning. He has taught a course each term (CTL 539: Techniques of College Teaching

and Honors 239: Freshman Colloquium), and provided independent studies to three graduate students. The Director also has been a member of the Advisory Board for KFJM Public Radio, and program committees for AAUP and Phi Delta Kappa.

Off campus, the Office continues to receive periodic requests to assist other faculty development programs and projects. This past year we continued our consultation with NDSU and assistance to the four state colleges and the Commissioner's Office (along with NDSU) in their development of a proposal to the Bush Foundation. In June, the Director made a series of presentations for the Council for Independent Colleges.

Most of its time devoted off campus, though, has been given to a project, also funded by the Bush Foundation, that provides opportunities for sharing among the 20 odd faculty development programs supported by the Foundation. At the Foundation's request we have developed, and published three times a year, a newsletter circulated among these campuses and others interested in faculty development. Also, we have published a booklet describing all the Bush-funded faculty development programs. Jacqueline Davis coordinates this project.

Next Steps

In the first progress report we devoted an entire section to "next steps." In this report we have tried to suggest within this section those changes we need to consider and those courses on which we think we should hold steady. As a general plan, we intend to continue those services, funding programs, kinds of advocacy, and other activities begun during the past two years. The evidence seems to suggest that the overall design of the UND instructional development program is sound. Within each area of our work we need to continue to check priorities, improve our services and procedures,

jetison those things that don't pay off, and strengthen commitment to those things that do produce results.

In particular, as the Evaluation that follows suggests, we need to increase the knowledge that certain groups of faculty and certain colleges and departments have about the program. We need to find ways to serve them, if possible. Also, less evident in the Evaulation but felt by the staff and committees in the programs, we need to insure that we are not stretched too thin. The funds have been adequate to the job of stimulating and supporting a variety of instructional development projects on the campus, particularly with the additional help of chairs, deans, and major administrators. But requests continue to increase. The staff time, energy, and expertise have also been up to the challenge of a large and diverse faculty. But the Director, Office Secretary, faculty involved in the program, and committees are all near the limits of their capacity. The next year may be one of more intense priority-setting. The wisdom of those who planned the program and the commitment of the Bush Foundation and the University have made possible enough resources to spawn an extensive--and seeming effective--instructional development program. We may or may not have the where-with-all to continue to grow. We may be forced to get better instead.

II. Evaluation

Each year, as proposed in the initial proposal to the Bush Foundation, an Instructional Development Program Evaluation Committee makes an evaluation of the progress of the program. This faculty-staff committee has been chaired by Dean Vito Perrone (Center for Teaching and Learning); members have included Jerome Tweton (History), Scot Stradley (Economics), Sheldon Schmidt (CTL), Esther Leser (Languages), Gene Kemper (now Assistant Vice President for Academic Affairs), and Janet Ahler (CTL).

The approach of this Committee has been to document the results with the purpose of "informing the program. . .(doing) all that we can to keep the program responsible - capable of making changes during the course of each year to meet new institutional and faculty needs and interests" [initial Bush proposal]. With this in mind the Committee has evolved an evaluation plan which each year provides information most useful to the program staff and committees, officers of the University, and other interested faculty and staff. In the first year, reported in the first progress report, the focus was on providing a general assessment of the response to the program, looking particularly at the "visibility" which the Office of Instructional Development and related activities had achieved on campus. In addition, the expectations which faculty members had for the program were clarified. In this second year, with knowledge of the general reaction (which was quite positive) and the major expectations held for the program, the Committee pushed to a more specific look at the Office and the funding programs created by the Bush grant.

Specifically, the Committee again surveyed the entire faculty to ask about the visibility of the instructional development activities, and the

performance in meeting the expectations of the faculty one year later. In addition, all faculty who had received consultation or financial assistance were surveyed, as well as those who requested assistance but did not receive it. Finally, the Evaluation Committee took two days to interview more personally the sample of faculty who had received grants and consultation assistance. In this second yaer, the Committee hoped to gather more "qualitative" information about the program and its results. Dean Vito Perrone, as chair of the Evaulation Committee, has prepared most of this section.

This section of this report tries to present the results of these evaluation activities.

University-Wide Faculty Survey

A survey assessed the "awareness or knowledge" of various instructional development program activities, as well as the perceived performance of the program in meeting a range of expectations, or "purposes," judged important by faculty a year before, in a similar survey. The present survey also asked about the "overall contribution" of the program to the University. The survey instrument was sent to 400 faculty members in April, 1982. Two hundred instruments, or 50%, were returned in time for a tabulation of responses. (Nine others came in subsequent to the data processing but were not included.) The return was representative of the actual faculty by rank and, with minor exception, by college/school. Arts and Sciences, Engineering, and Law are slightly under-represented, and Medicine is slightly over-represented in the results reported here. Table 1 describes the return by academic rank and college/school.

Table 1

Returns by Rank and College/School

Rank	No. of Returns	% of Total Returns
Instructor	13	6.5
Ass't Prof	53	26.5
Assoc Prof	75	37.5
Professor	58	29.0
Other	1	.5
	200	
College/School		
Arts and Sciences	60	30.0
BPA	27	13.5
CTL	19	9.5
Engineering	11	5.5
Fine Arts	10	5.0
HRD	20	10.0
Law	3	1.5
Medicine	31	15.5
Nursing	19	9.5

First, we asked about "awareness or knowledge" of the major funding programs coordinated by the instructional development program: Instructional Development Grants, Instructional Development Contracts, and Developmental Leave Supplements. Tables 2 & 3 report responses by rank and college/school.

Table 2

Awareness of/Knowledge About
Various Instructional Development Programs

Overall and By Rank (Percentages)

	Considerable					Some					Very Little				
	Overall	Inst	Asst	Assoc	Prof	Overall	Inst	Asst	Assoc	Prof	Overall	Inst	Asst	Assoc	Prof
I.D. Grants Program	34	23.1	26.4	36.0	41.4	44	46.2	54.7	40.0	39.7	20	30.8	17.0	21.3	17.2
I.D. Leave Supplement	18	15.4	9.4	22.7	20.7	47	61.5	45.3	40.0	56.9	33	23.1	43.4	36.0	20.7
I.D. Cont. Program	6	0	3.8	9.3	5.2	24.5	23.1	20.8	24.0	29.3	68	76.9	73.6	64.0	65.5

Table 3

Awareness of/Knowledge About

Various Instructional Development Programs By College (Percentages)

	Inst. Dev. Grants Program			Inst. Dev. Leave Supplement			Inst. Dev. Contracts Program		
	Considerable	Some	Very Little	Considerable	Some	Very Little	Considerable	Some	Very Little
A & S	41.7	43.3	10.0	20.0	56.7	20.0	6.7	23.3	66.7
BPA	18.5	59.3	22.2	7.4	33.3	59.3	0.0	29.6	70.4
CTL	57.9	36.8	0.0	42.1	47.4	10.5	15.8	31.6	47.4
Engr.	54.5	9.1	36.4	27.3	45.5	18.2	0.0	9.1	90.9
F.A.	40.0	50.0	10.0	20.0	50.0	30.0	10.0	10.0	80.0
HRD	40.0	40.0	20.0	10.0	60.0	30.0	50.0	25.0	25.0
Law	33.3	66.7	0.0	33.3	67.7	0.0	0.0	100.0	0.0
Medicine	16.1	32.3	51.6	12.9	35.5	51.6	6.5	19.4	74.2
Nursing	15.8	68.4	15.8	10.5	42.1	47.4	5.3	26.3	68.4

It is clear that there is considerably more overall knowledge about the Instructional Development Grants program than either of the other two programs, and that there is very little knowledge about the Instructional Development Contracts Program. (It should be noted that considerably more of the Instructional Development program's fiscal resources are devoted to the Contracts program, about which there is little overall awareness/knowledge.) In general, professors, those presumably with the longest tenure and deepest involvement in the University, have the highest levels of awareness/knowledge about the three programs. When examined by college/school, respondents from the Center for Teaching and Learning had the greatest level of awareness/knowledge, though awareness/knowledge levels were fairly high in Arts and Sciences, Engineering, Fine Arts, and Human Resources Development, especially about the Instructional Development Grants program and the Leave Supplement program. On the other hand, awareness/knowledge levels were fairly low in Business and Public Administration, Medicine and Nursing, with Business and Public Administration being the lowest. Knowledge about the Instructional Development Contracts

program was uniformly low in all of the colleges with the exception of Human Resources Development. This might be accounted for in part by the fact that Human Resources Development, as a college, had an Instructional Development Contract.

In addition to the three foregoing programs, the Instructional Development Office facilitates a variety of consultation and assistance to UND faculty members, as described in the previous section of this report. It also provides materials concerning instruction, curriculum, and other areas related to the improvement of teaching and faculty development. We made inquiries about the levels of awareness or knowledge of these services, as a next question on the survey. Recognizing the central role that the Director, Robert Young, plays in the instructional development program, especially in its less formal aspects, we also asked faculty members about their "awareness/knowledge" of "the work of Robert Young." Responses to these questions are reported in Tables 4 & 5.

Table 4

Awareness of/Knowledge About
Instructional Development Services and the Work of
the Director of Instructional Development Program:

Overall and By Rank (Percentages)

	Considerable					Some					Very Little				
	Over all	Inst	Asst	Assoc	Prof	Over all	Inst	Asst	Assoc	Prof	Over all	Inst	Asst	Assoc	Prof
Inst. Dev. Services Available through Inst. Dev. Office (written materials, ind. consultation, curriculum dev. assistance)	27.5	30.8	18.9	28.0	34.5	52.5	53.8	62.3	52.0	44.8	19.0	15.4	18.9	17.3	20.7
Work of the Director of the Inst. Dev. Program, Robert Young	28.5	30.8	22.6	30.7	31.0	50.0	46.2	54.7	46.7	51.7	21.0	23.1	22.6	21.3	17.2

Table 5

Awareness of/Knowledge About
Instructional Development Services and the Work
of the Director of Instructional Development Program
by College (Percentages)

	Inst. Dev. Services Available through Inst. Dev. Office (written materials, Ind. Consultation, Curriculum Development)			Work of Director of the Inst. Dev. Program		
	Considerable	Some	Very Little	Considerable	Some	Very Little
A & S	28.3	48.3	21.7	33.3	51.7	13.3
BPA	7.4	70.4	22.2	25.9	48.1	25.9
CTL	36.8	47.4	10.5	42.1	42.1	15.8
Engr	36.4	45.5	18.2	27.3	63.6	9.1
P.A.	20.0	70.0	10.0	10.0	90.0	0.0
HRD	35.0	50.0	15.0	40.0	50.0	10.0
Law	33.3	66.7	0.0	33.3	66.7	0.0
Medicine	22.6	45.2	32.3	16.1	29.0	54.8
Nursing	42.1	52.6	5.3	21.1	57.9	21.1

Overall, awareness or knowledge of the "services" provided by the Instructional Development Office and "the work of its Director, Robert Young" is fairly high across all ranks and colleges. When viewed by college, Business and Public Administration and Medical School faculty have the lowest levels of awareness or knowledge in relation to both categories.

Further into the survey we asked faculty to rate the achievement of the program. In the 1980-81 survey, faculty members were asked to consider approximately 50 statements describing "expectations" which faculty might have for an instructional development program. In the present survey we took the 14 which were checked more frequently and asked faculty members to share their perceptions of "how well the Instructional Development program is achieving its stated purposes." Tables 6 & 7 report responses by rank and by college/school, respectively.

Table 6

Perception of How Well The Instructional Development Program is Achieving Its Stated Purposes: Overall and By Rank (Percentages)

	Very High/High					Somewhat					Little					No Basis for Response				
	Overall	Inst	Asst	Assoc	Prof	Overall	Inst	Asst	Assoc	Prof	Overall	Inst	Asst	Assoc	Prof	Overall	Inst	Asst	Assoc	Prof
1. Improve the design of academic curricula	22.5	15.0	20.8	20.0	29.3	28.0	38.5	28.3	32.0	20.7	17.5	15.4	18.9	14.7	20.7	29.5	15.4	30.2	32.0	27.6
2. Improve the ability of faculty members to provide high quality instruction	38.0	30.8	39.6	37.3	38.7	30.0	30.8	24.5	30.7	34.5	12.0	7.7	17.0	9.3	12.1	17.5	15.4	17.0	21.3	12.1
3. Increase faculty members' interest and involvement in change.	37.5	23.1	45.4	37.4	36.2	27.0	23.1	18.9	32.0	29.3	13.0	7.7	18.9	6.7	17.2	20.0	30.8	17.0	22.7	15.5
4. Encourage greater job satisfaction and sense of personal meaningfulness for faculty.	31.0	23.1	24.5	37.5	31.1	26.0	23.1	34.0	26.7	19.0	14.5	15.4	11.3	9.3	24.1	26.0	23.1	28.5	25.3	24.1
5. Increase the frequency of faculty conversations about teaching.	37.5	23.1	35.9	40.0	44.7	22.0	30.8	24.5	20.0	20.7	18.5	7.7	18.9	18.7	20.7	19.5	23.1	18.9	20.0	17.2
6. Improve teaching through a systematic evaluation and development process.	19.0	15.4	20.8	16.0	22.4	28.5	23.1	26.4	30.7	29.3	26.5	30.8	24.5	26.7	27.6	25.5	15.4	26.4	25.3	25.3
7. Help individuals become better teachers.	36.0	23.1	39.7	34.7	38.0	28.0	30.8	22.6	29.3	31.0	15.0	23.1	17.0	13.3	13.8	18.5	7.7	18.9	21.3	15.5
8. Enlarge the quality of education available to students.	25.0	15.4	32.0	20.0	27.6	28.0	23.1	24.5	33.3	25.9	12.0	23.1	9.4	8.0	17.2	30.0	23.1	32.1	32.0	25.9
9. Provide dependable, complete, and effective services.	36.5	30.8	39.7	40.0	37.9	19.0	7.7	22.6	21.3	15.5	12.0	15.4	15.1	5.3	17.2	27.0	30.8	20.8	30.7	25.9
10. Contribute to improved student learning.	29.5	15.4	32.0	32.0	27.5	27.0	30.8	24.5	28.0	27.6	11.0	7.7	9.4	8.0	17.2	30.0	30.8	32.1	30.7	25.9
11. Contribute to improved attitudes among students toward courses, content and/or curricula.	14.5	0.0	17.0	14.6	15.5	15.0	15.4	9.4	21.3	12.1	22.0	23.1	24.5	20.0	22.4	45.5	46.2	45.3	42.7	48.3
12. Encourage more frequent interaction between students and faculty.	17.0	0.0	15.2	22.7	17.2	16.5	30.8	9.4	20.0	15.5	24.5	30.8	30.2	20.0	24.1	36.5	23.1	43.4	34.7	41.4
13. Serve as a "networking" mechanism to identify and bring together people and resources.	46.5	30.8	48.3	52.0	44.7	18.0	7.7	22.6	17.3	17.2	11.0	23.1	15.1	6.7	10.3	19.5	23.1	15.1	22.7	17.2
14. Increase the concern for professional excellence in teachers and administrators.	42.0	30.8	37.7	48.5	43.1	28.0	23.1	32.1	36.7	27.6	10.0	7.7	11.3	8.0	12.1	17.5	15.4	17.0	18.7	15.5

Table 7

Perception of How Well the Instructional Development Program is Achieving its Stated Purposes by College (Percentages)

	Very Much/Much									Little								
	A & S	BPA	CTL	Engr	PA	HRD	Law	Med	Nurs	A & S	BPA	CTL	Engr	PA	HRD	Law	Med	Nurs
1. Improve the design of academic curricula.	21.6	22.2	36.3	18.2	20.0	20.0	33.3	19.4	31.6	20.0	14.8	36.8	9.1	10.0	15.0	33.3	12.9	10.5
2. Improve the ability of faculty members to provide high quality instruction.	33.3	25.9	47.4	45.5	60.0	50.0	66.7	35.5	31.6	13.3	18.5	15.8	-	10.0	-	33.3	12.9	10.5
3. Increase faculty members' interest and involvement in change.	35.0	29.6	47.4	27.3	40.0	50.0	66.7	25.8	52.7	20.0	22.2	10.5	-	20.0	5.0	33.3	6.5	-
4. Encourage greater job satisfaction and sense of personal meaningfulness for faculty.	25.0	11.1	52.6	27.3	40.0	30.0	66.7	32.3	47.4	15.0	14.8	10.5	36.4	20.0	15.0	33.3	9.7	5.3
5. Increase the frequency of faculty conversations about teaching.	30.0	25.9	57.9	54.6	30.0	55.0	66.7	25.8	47.4	21.7	29.6	21.1	18.2	20.0	5.0	33.3	12.9	10.5
6. Improve teaching through a systematic evaluation and development process.	13.3	18.5	10.5	27.3	20.0	25.0	33.3	22.6	26.3	28.3	22.2	36.8	27.3	20.0	30.0	66.7	16.1	26.3
7. Help individuals become better teachers.	33.4	18.5	42.4	36.4	50.0	50.0	66.7	38.7	31.6	16.7	18.5	15.8	9.1	-	10.0	33.3	12.9	21.1
8. Enlarge the quality of education available to students.	21.7	18.6	26.4	27.3	30.0	30.0	33.3	32.3	22.9	23.3	37.0	31.6	27.3	20.0	25.0	33.3	41.9	31.6
9. Provide dependable, complete, and effective services.	36.3	22.2	57.9	36.4	70.0	35.0	66.7	29.0	42.1	20.0	25.9	15.8	45.5	20.0	25.0	-	48.4	26.3
10. Contribute to improved student learning.	23.0	18.5	36.9	36.4	30.0	45.0	66.7	29.1	21.2	13.3	14.8	5.3	9.1	-	5.0	33.3	9.7	15.8
11. Contribute to improved attitudes among students toward courses, content and/or curricula.	11.6	3.7	15.8	18.2	10.0	25.0	33.3	13.0	21.1	20.0	37.0	31.6	45.5	20.0	10.0	33.3	9.7	15.8
12. Encourage more frequent interaction between students and faculty.	13.3	7.4	31.6	18.2	40.0	15.0	33.3	19.4	10.5	35.0	25.9	21.1	18.2	30.0	15.0	33.3	12.9	21.1
13. Serve as a "networking" mechanism to identify and bring together people and resources.	46.7	37.0	73.8	63.7	30.0	55.0	66.7	38.5	47.4	15.0	14.8	10.5	-	10.0	5.0	33.3	9.7	5.3
14. Increase the concern for professional excellence in teachers and administrators.	37.4	29.6	68.5	45.5	70.0	30.0	66.7	32.3	31.6	15.0	11.1	5.3	18.2	-	-	33.3	6.5	10.5

The purposes, and how well they are being achieved, can be summarized in the following way. (To determine the order, we took into account the percentage who felt a purpose was being achieved at the levels of "very much and much" balanced against the percentage who felt that purposes were being achieved at a level of "little.")

		Rankings 1-14		
Purposes	Overall	Professor	Associate Professor	Assistant Professor
1. Improve the design of academic curricula.	11	10	11	12
2. Improve the ability of faculty members to provide high quality instruction.	3	4	5	7

Purposes	Overall	Rankings 1-14 Professor	Associate Professor	Assistant Professor
3. Increase faculty members' interest and involvement in change.	5	7	4	3
4. Encourage greater job satisfaction and sense of personal meaningfulness for faculty.	9	12	6	9
5. Increase the frequency of faculty conversations about teaching.	7	2	8	8
6. Improve teaching through a systematic evaluation and development process.	12	13	13	11
7. Help individuals become better teachers.	6	5	3	6
8. Enlarge the quality of education available to students.	10	9	10	5
9. Provide dependable, complete, and effective services.	4	6	3	2
10. Contribute to improved student learning.	8	8	7	4
11. Contribute to improved attitudes among students toward courses, content and/or curricula.	14	14	14	13
12. Encourage more frequent interaction between students and faculty.	13	11	12	14
13. Serve as a "networking" mechanism to identify and bring together people and resources.	1	1	1	10
14. Increase the concern for professional excellence in teachers and administrators.	2	3	2	1

The differences among ranks are not great; however, those that exist are illuminating. Among professors, the largest divergence from the overall ranking is in purpose number five - "Increase the frequency of faculty conversation about teaching." Overall, the achievement of this purpose was ranked seventh, but it was rated second in the Professor's ranking. The greatest shifts from the overall rankings occurred in those of Assistant Professors. They viewed purpose number ten - "Contribute to improved student learning" as being achieved at a level of ranking of 4 while the overall ranking was 8. The achievement of purpose number eight - "Encourage the quality of education available to students" - was ranked 10, but for Assistant Professors it was considerably higher at 5. The biggest shift was in relation to purpose number thirteen - "Serve as a 'networking' mechanism to bring together people and resources." Ranked first overall and first by Professors and Associate Professors, it was ranked 10th by Assistant Professors.

When looked at by college, the rankings appear as follows: (Law was left out because the response total is so small.)

Purposes	Overall	A & S	BPA	CTL	Engr.	FA	HRD	Med.	Nursing
1. Improve the design of academic curricula.	11	10	5	12	8	8	12	9	8
2. Improve the ability of faculty members to provide high quality instruction.	3	3	4	7	1	2	3	5	6
3. Increase faculty members' interest and involvement in change.	5	6	3	5	7	6	5	7	1
4. Encourage greater job satisfaction and sense of personal meaningfulness for faculty.	9	8	9	3	13	7	9	4	4
5. Increase the frequency of faculty conversations about teaching.	7	9	10	6	3	9	4	9	3
6. Improve teaching through a systematic evaluation and development process.	12	13	11	14	9	10	14	11	12
7. Help individuals become better teachers.	6	5	7	9	4	3	6	3	9

Purposes	Overall	A & S	BPA	CTL	Engr.	FA	HRD	Med.	Nursing
8. Enlarge the quality of education available to students.	10	11	12	11	10	12	11	13	13
9. Provide dependable, complete, and effective services.	4	4	8	4	12	5	8	14	5
10. Contribute to improved student learning.	8	7	6	8	5	13	7	6	9
11. Contribute to improved attitudes among students toward courses, content and/or curricula.	14	12	14	13	14	14	10	12	11
12. Encourage more frequent interaction between students and faculty.	13	14	13	10	11	11	13	10	14
13. Serve as a "networking" mechanism to identify and bring together people and resources.	1	1	1	1	2	4	1	1	2
14. Increase the concern for professional excellence in teachers and administrators.	2	2	2	2	6	1	2	2	7

Again, there is similarity in the rankings across colleges, but differences do exist. In the case of Business and Public Administration, Engineering, Medicine and Nursing, many of the differences are accounted for by the large number of responses in the "no basis for response" category. The biggest discrepancies are with purpose number four - "Encourage greater job satisfaction and sense of personal meaningfulness for faculty."

Finally, we asked the UND faculty in this survey to describe "the overall contribution of the instructional development program to the University." Tables 8 & 9 present the responses.

Table 8

Perception of the Overall Contribution of the Instructional Development Program to the University: Overall and By Rank (Percentages)

	Very Important	Important	Satisfactory	Not Very Important	No Basis for Response
Overall	29.5	28.5	15.5	13.5	10.0
Instructor	46.2	15.4	7.7	23.1	0.0
Assistant	24.5	32.1	20.8	15.1	3.8
Associate	28.0	29.3	16.0	6.7	16.0
Professor	32.8	27.6	12.1	19.0	8.6

Table 9

Perception of Overall Contribution of
The Instructional Development Program to the University
by College (Percentages)

	Very Important	Important	Satisfactory	Not Very Important	No Basis for Response
A & S	25.0	26.7	16.7	20.0	6.7
BPA	14.8	33.3	25.9	14.8	7.4
CTL	42.1	36.8	5.5	5.3	5.3
Engr	27.3	27.3	18.2	18.2	9.1
F.A.	50.0	50.0	0.0	0.0	0.0
HRD	30.0	45.0	15.0	5.0	0.0
Law	33.3	33.3	0.0	33.3	0.0
Medicine	29.0	19.4	6.5	12.9	32.3
Nursing	42.1	5.3	31.6	10.5	10.5

These responses seem to indicate that the program is valued highly by the majority of faculty members at all ranks. The relatively high percentage of responses of professors in the "not very important" category should be noted, suggesting some polarization. Among the colleges, the lowest level of overall positive response is in Nursing, Medicine, Arts and Sciences, and Business and Public Administration in that order.

In addition to the general survey we sent separate questionnaires to those people who had received services and funding from the instructional development program over the past two years. Those people who requested assistance (i.e. Instructional Development Grants) but did not receive it were also questioned. The results of these queries are summarized in the next few pages of this section.

Survey of Those Who Had Received Consultation Assistance From the Instructional Development Office

Robert Young identified individuals whom he felt had received some significant service, whether satisfactory or not, through the Office of Instructional Development. We sent the survey to ten individuals; eight

or 80% responded. Four questions guided our inquiry. They are listed below, followed by some of the responses and some discussion.

Discuss briefly the content of your interactions with the Instructional Development Office, its Director (Robert Young), or others working for the Office:

The interactions reported varied a great deal among the eight respondents. They revolved, for example, around participation in seminars conducted by Robert Young (mentioned by three persons), assistance in preparing Instructional Development Grant proposals (a department chair), and arrangement of assistance from another faculty member. In three other cases the interactions were extensive and revolved around discussions of particular courses, i.e. curriculum materials, classroom observations by Robert Young, or the sharing of essays.

Describe the reasons (the motivation for) seeking assistance from the Instructional Development Office. (If you didn't initiate the contact, how was the interaction begun?):

In seven of the eight cases, individuals made contact with Robert Young and the Instructional Development Office after either reading an invitation of one kind or another in the University newsletter, hearing a presentation made by Robert Young (at a chairperson's conference as an example), or attending a program sponsored by the Office. In the eighth case Robert Young contacted the faculty member to suggest that he develop a proposal. The kinds of assistance being sought (the motivation for the contact) can be characterized as instructional ("wanted assistance with my course;" "didn't feel that students were responding very well. . ."), fiscal ("wanted assistance in getting faculty to professional meetings and seminars;" "sought information about a grant proposal"), and personal/professional ("wanted to discuss issues and concerns relating to my . . . future goals and plans," "wanted to meet other faculty"). For four of the respondents,

the motivation includes more than one kind of assistance. Instructional issues were dominant, however, in the assistance sought.

How would you characterize the quality of the assistance you received? (What was particularly useful? Not particularly useful?):

All eight of the respondents were positive about the quality of assistance received. They viewed Robert Young as responsive, enthusiastic, interested in their efforts. The only concern raised had to do with the "limitation of funds available."

In what ways have you made use of the assistance in your teaching and how do you evaluate the results?:

This question points to the particular interest of the Evaluation Committee this year: How much are the services of the instructional development program paying off in the teaching of the UND faculty? In six cases, faculty members provided evidence of some payoff ("our course has been revised;" "I incorporate more women's issues into my lectures. . .;" "the materials have been incorporated into my class on. . ."). Four of these persons indicated the results had been generally positive ("students seemed to respond better;" "faculty involved are more pleased"), one was engaged in a formal evaluation but felt personally positive about the results, and one indicated that the activity had not worked well at all but that he had "learned a great deal."

Survey of Those Who Had Received Instructional Development Contracts

We surveyed four individuals who had received Instructional Development Contracts; all four responded. The following three questions guided our inquiry.

What was the origin of the activity for which you gained assistance? (Had you been considering it for a long time? Had you sought assistance previously from other sources?):

In one case, the faculty member suggested that the idea came principally from Robert Young, generated by several months of discussion around the general subject. In another, the idea was stimulated by a developmental leave and reflection on that experience. One other came about because of discussion at a professional meeting and a belief that a significant need existed at the University of North Dakota. The fourth was related to a long-standing personal-professional interest and the perception that faculty members here might be interested in similar issues or have the need for relevant assistance.

Why did you go to the Instructional Development program for assistance? (Were you encouraged to do so by others? Attracted by particular descriptions prepared by the Office or the Faculty Instructional Development Committee?

Given the nature of the Instructional Development Contract's program, we were especially interested in how individuals with particular interests found their way to Robert Young's office. In two cases, the individuals were encouraged by Robert Young to develop their ideas for a Contract as a result of rather informal discussions. Neither had such a contract program in mind when these discussions occurred. The other two individuals were encouraged to meet with Young by the Vice President for Academic Affairs and a college dean respectively.

How would you characterize the program's requirements for proposals, review procedures, administration of funds, etc.? (Are they efficient, cumbersome, bureaucratic, encouraging, discouraging?):

Three of the individuals felt the procedures were not burdensome, that the office was "encouraging" and "accommodating." The other was, at this time, non-committal in regard to this issue.

Survey of Those Who Had Received Instructional Development Grants

We sent, unfortunately, the wrong survey to those who had received Instructional Development Grants; hence, the seven responses cannot be summarized in a useful way. Given the fact that we interviewed all of these individuals, some of the information we wished will be summarized in relation to the discussion that follows later in this section.

Evaluation of the Developmental Leave Supplement

In discussion with Robert Young we decided not to survey recipients of Developmental Leave Supplements this year. A separate evaluation of this particular part of the instructional development program is underway, and will be reported in a subsequent progress report.

Survey of Those Who Applied for But Did Not Receive Support

With the premise that writing a proposal for funding support and not being supported is discouraging, we sought to find out how a lack of support was perceived by faculty members, whether the communication from the Office of Instructional Development and/or the Faculty Instructional Development Committee was viewed as adequate, and whether the rejection discouraged further development of the ideas. Of the 27 faculty members who had this experience and received our open-ended survey, thirteen, or 48%, responded. We have summarized below the responses to each of the questions we posed.

> Describe the kind and quality of information you received about why your instructional development proposal was not funded. (Was the information clear? Was the information complete?):

Four of the respondents indicated that they received clear and complete information. None, however, went much beyond "I received a letter and an oral explanation that informed me fully." In contrast, the responses of the nine who perceived problems with the communication regarding non-support

tended to be more elaborate. Several of these follow to provide a sense of the concerns.

> I received a memo. . .stating that only eight of fourteen proposals received during the current competition could be funded. The committee felt my proposal would 'represent a significant professional development opportunity' but it was unclear how the project would produce a change in my teaching. The memo stated, 'The outcomes you provide should be stated more specifically.' I certainly have no argument with the fact that not all proposals can be funded. But I was disappointed with the explanation. Two department chairs wrote in support of my proposal stating that the project would enhance my teaching. Information from the committee in the original call for submissions had stated they would contact us if more information were required - they did not contact me and yet indicated in the rejection they wished I had been more specific.
>
> Some specific reasons were stated in a letter. The reasons given were clear. However, we didn't agree with them.
>
> The letter from IDP did spell out reasons for rejecting the proposal. The Committee expressed a concern about faculty involvement. . . . Given the opportunity, I would like to have addressed this concern before final decisions were made. Secondly, certain suggestions were made by the Committee without checking to see if they were feasible. . . . The understanding before submitting the proposal was that the Committee would question further if necessary. . . .
>
> I think the whole story about reason for rejection was not included in the information I received since additional reasoning reached me from other sources.

One of the responses was extensive, providing specific detail about the nature of the proposal and the participants (for this reason it is not quoted) but unlike the responses above, it questioned more extensively the technical inquiries made by the Committee in its letter, feeling that they were inappropriate.

> Did the lack of funding from the Instructional Development program prevent you from doing what you projected? (We are interested in knowing if, for example, you found other means to continue what you had planned - by gaining support elsewhere, through some kind of collaboration with other faculty, etc.):

Five of the thirteen respondents, turned down by the Faculty Instructional Development Committee, went on with their proposed activity, four with funding from their college deans or from external sources, and one from the Faculty Instructional Development Committee, after a resubmission. Five gave up the activity altogether, while three indicated they wished to pursue the activity but would need to rethink it. We present below a sample of responses.

> The charge to submit the proposal to the Instructional Development program has delayed by one year my formulation of the more inclusive project I had planned to submit for appropriate external funding. Also it prevented me from further analysis of the external grant proposal because the total process for the smaller grant proposal overloaded the work effort of two semesters.
>
> It did not prevent this particular project but made it very difficult to obtain assistance from other sources.
>
> The lack of funding prevented me from doing what I had projected during the summer of 1982. Instead I will be teaching summer school and this will effectively keep me from devoting the time that I would have to the project.
>
> . . .I have procrastinated on the data analysis of my basic research ever since. Meantime, I have gradually lost my interest in pursuing my study any further.
>
> Yes, because of the lack of funding, nothing was done and the course option is not offered for the time being.
>
> No, but we had to institute our project at a much smaller scale than we had hoped for. Consequently, the number of students that are able to utilize our program is limited.

Have you considered redeveloping and resubmitting your proposal to the Faculty Instructional Development Committee? If not, why not?:

Five of the respondents have considered a resubmission (one in fact did and received funding). Three expressed reservations about doing it, and five have not given the possibility of resubmission serious consideration. Below we have provided some of the more elaborated responses.

. . .No, if the committee insists on total faculty commitment to any instructional approach. . .

My interest has been in the actual development of instructional materials which may not be the highest priority of the Faculty Instructional Development Committee.

Yes, but we were working for some pilot data to demonstrate the positive impact of our program.

I have not considered resubmitting the proposal. The memo did not suggest that I should. Perhaps on some future occasion I might consider resubmitting a similar proposal. Meanwhile, it seems to me that with the relatively small number of applicants and the relatively large stipend involved, personal interviews might have been in order.

Overall, how would you characterize the quality of services being provided by the UND Instructional Development program?

Seven of the responses to this question were positive, four were neutral ("adequate") and two were negative. Two are reproduced below because we believe they are thoughtful responses.

The service, in general, needs further analysis of its constraints and amounts of funding. These facts should be in print. If a person knows in advance that no more than $3,000 will be available and that the Committee does not like to pay faculty for their time on implementing proposals when they are off contract, i.e., during the summer, one will not spend hours planning a workload for the summer period. The Deans should also have a copy of the constraints, on the use of funding in relation to faculty salaries and also the stipulation that total faculty commitment is essential for certain kinds of proposals. . .

Originally, it appeared that (1) I did not understand their (program) mission, or (2) the program did not have clearly stated objectives/goals. However, through discussions and continued efforts to obtain funding I have concluded that perhaps I did not clearly understand the program mission at the OUTSET. . .

Two Days of Interviews

Finally, the Committee met and talked at some length, with a number of people who had been served, or involved in some way, with the instructional development program over the past two years. Each was helpful,

responding to our questions thoughtfully and with good cheer. They were the following people.

Robert Boyd - Outreach
Gordon Henry - Student Affairs
Lee Furman - Social Work
Steve Harlow - CTL
Don Naismith - Engineering
Tom Basuray - Management
Dan Sheridan - English
Pat Glassheim - Philosophy
Richard Hampsten - Honors
Myrna Olson - CTL
Jack Karns - Accounting & B. Law
Donald Uhlenberg - Aviation
Harley Straus - Journalism
Jerome Bakken - Languages
Larry Hill - Theatre Arts
Lyle Mauland - Mathematics
Edmon Adams - Mathematics
Myron Bender - Industrial Technology
Jim McKenzie - English
Susan Moch - Nursing
Kathleen Hulley - English
Jim Larson - Sociology

It needs to be said at the outset that the interviews, although demanding a great deal of time, were enormously useful to those of us on the Evaluation Committee. It was exciting to hear about so many interesting projects and aspirations from such enthusiastic individuals. We concluded very early that much has been accomplished with relatively little funding. We provide below a large number of statements which we consider important in that they provide valuable insight into several aspects of the instructional development program.

> My interest in how to serve adult learners more productively turned out also to be an interest of Bob Young's. . . . He suggested that a proposal be proposed.

> While on a developmental leave I began to think a lot about career development. . . . Through Bob, I have begun to talk with people interested in developmental leave, helping them to plan. . . . Also, I am beginning to meet with individuals struggling with their careers. (In response to the question - How essential was the instructional development program) Without it, there would not have been anything. . .certainly no highlighting of my interest.

> Bob Young stayed involved throughout the project. . . . The funding that was provided was used principally to bring in outside resources.

> The office and Bob Young are accessible. . . . There is no distance between Bob and me. . . . The office touches my life.

It has been good to have someone outside the department and college take an interest in what we do.

It is good to meet with other people to talk about teaching, to know that teaching is becoming more important.

The potential for faculty to assist other faculty has been enlarged. . . (While the response to offers of assistance are not yet large) we should not be discouraged. . .everything done enhances the stature of teaching on this campus.

Involvement in Instructional Development Program has given me more energy. . .helped me reflect on teaching in fresh ways.

The program has provided significant opportunities for acquaintanceship with faculty in many other parts of the University.

I joined two seminars as a means of meeting other faculty. . . learning more about the University.

The program is essential to the University. . .the institution should do all possible to maintain fiscal support for this IDP effort.

The grant process is fair and reasonable.

I learned in the seminar that there were a wide range of views about teaching and university life. . .caused me to read more extensively. . .

I was forced to consider a different view of teaching.

This support has enabled us to alter the course structure.

Bob (Young) is very helpful - always invites people to talk about what they wish to do. . . . My interests in meeting with Bob revolve around fiscal support almost exclusively.

The project (for which I was funded) was interdisciplinary. . . . It was good for students to see faculty members reaching out for other perspectives.

Within our department, the younger faculty are involved in a range of IDP activities. (Seven faculty have yet to take much interest.)

I responded just as an individual. . .now there are several others in our college involved.

I have been forced to examine my teaching approaches.

Below we have grouped a number of comments on the distaff side - concerns that were raised. It should be understood that we pushed people to discuss their concerns on the premise that this would be especially helpful to the program.

> Not sure that very many people know about my interest in career development. . .but then my time is limited.
>
> Evaluation is a problem. . .has tended to complicate the issues for me.
>
> The evaluation demands need rethinking. (The process) calls for form and not substance. . .we just didn't take it seriously.
>
> People in my college seem to know how to make connections to Bob (Young). Not sure that this is true University-wide.
>
> People in my college are not active in seeking assistance. . . . We have a defensive ethos. . .a perception that people don't see (our college) as important.
>
> Must be careful that the program doesn't become bureaucratic and political. The potential is very large.
>
> Faculty do need assistance with teaching but motivating them is difficult. . .not sure how to get those who really need help involved.
>
> There is very little discussion in my department about teaching. This is unfortunate.
>
> Seminars are interesting but faculty commitment is not high enough.
>
> Being seen as a university resource is a problem given the time available.
>
> I have gained a lot of support from the Instructional Development Program but haven't yet done much thinking about ways of involving Bob (Young) in discussions about teaching.
>
> The proposal process is becoming more cumbersome. . .this is especially true in relation to small grants (under $150).
>
> I have a sense that the Instructional Development Committee is more interested in something narrow in regard to curriculum. . .
>
> Could have used more assistance from the office in publicizing our activities.

The goals are not very clear. . .not well enunciated.

The program is bringing too many outside experts rather than putting resources into building up local resources.

We also heard a number of suggestions that we noted. We have provided several below - both explicit suggestions that call for some change and less well-formed suggestions.

Evaluation needs to be defined more broadly - seems now to be too narrow.

The traditions associated with the Faculty Research Committee seem to have been carried over to the Instructional Development Committee. . .not sure this has been helpful.

There is a need for more information about Instructional Development Program sponsored activities. . . . The University Newsletter might not be sufficient.

A separate IDP newsletter would be useful.

Department Chairs need to be much more invovled. They need to take a major role in initiating contacts with Bob (Young).

While the institution is getting better in relation to a larger commitment to high quality teaching, there is still a lack of consistency.

More GTA's should be involved in the seminars on teaching.

Awareness of program needs more attention. . .broader range of possibilities need to be shared by IDP office.

Earmarking money for specific purpose (interdisciplinary curriculum) would be helpful. . .need more focus on teaching. . .how to generate more enthusiasm for teaching.

Curriculum development is good entry point for Bob Young and the Instructional Development Program.

There is a need for more University-wide discussions about teaching.

There aren't enough advocates in my college. . .more resource people should be identified in each college to help energize faculty to think more about teaching.

I wish our older faculty would take more interest.

> More information is necessary. . . . I doubt if very many people know that I am a resource in. . .
>
> There is no enthusiasm (in our department) for discussing teaching. Bob would have to initiate such a discussion. Not sure that anyone in our department would go to him and suggest he come.
>
> I haven't really thought about Robert Young or his office as a resource for teaching or evaluation.
>
> I don't know what kinds of restrictions exist for IDP funding.
>
> More consultation to those considering proposals would be helpful.
>
> How to balance Instructional Development activities with research demands remains a problem in relation to promotion.

The actual discussions went far beyond the kinds of quotations that appear above, creating for those of us who were present a number of overall impressions. Hence, rather than just reporting the comments of faculty members' interviews, each member of the Evaluation Committee was asked to write a statement reflecting major impressions, as a way of summarizing this part of the Evaulation undertaken this year. These comments appear below.

> The consultation activities of the Office of Instructional Development are more extensive and seemingly more valuable than I had anticipated.
>
> There is a need to more extensively publicize the activities conducted by OID. These activities often provide an opportunity for faculty to participate in seminars, discussions, consulting projects, etc. Such activities provide opportunities for faculty to meet other faculty. In this way OID acts as a catalyst for new and present faculty to become better acquainted with the campus community.
>
> Possibly OID should publish a periodic newsletter. It is doubtful that publicizing these events through the University Newsletter or the ORPD newsletter would be adequate.
>
> In some manner OID should make better known that the office is available for proposal consultation prior to the submission of proposals to the office.
> The FIDC should again examine the need for an evaluation scheme in the proposal. It would seem that some projects do require an evaluation process - others do not. If an evaluation is

(continued on next page)

not appropriate, then a faculty member obviously shouldn't have to be concerned about replying to that topic.
It appears the faculty might not have an understanding of the responsibilities of OID and ORPD. Specifically, although OID will assist with the development of a proposal for submission to an external agency, it is the responsibility of ORPD to "sign off" on the proposal for the University.

In reviewing my notes on those interviews that I attended, one very positive and strong impression jumps out at me: this program has had a dramatic impact on most of those with whom it has worked. I cannot think of a University program that has had such immediate and significant influence. Most faculty seem to know about the program--at least that it is there and available. Comments like "it changed my life" and "it gave me a new lease on teaching" are not to be taken lightly. At the same time, however, those who were most effusive in their praises of the program's success did not appear to me to be high-risk cases for failure.

(While I was impressed by the discussion) I was left with the following questions for which I have no answers:
-- How does one involve more of the University's old hands?
-- Is there, and if so, a danger in developing a coterie of "insiders" within the program?
-- To what extent should the program become involved in matters that involve or fringe upon psychological counseling?
-- Does the director maintain too large a portion of the funding to use at his own discretion?

This program has been successful largely because of Bob Young's dedication to making it a success. Most of the interviewees spoke of Bob Young and Instructional Development as interchangeable nouns. That is high praise.

It is clear that most of those interviewed feel that Bob Young has been a valuable consultant and that the Instructional Development Office is an important source of funding. Dr. Young's role is seen primarily as a catalyst for getting action. Although Dr. Young is seen as helpful, he also relies on volunteers to get things done. Action in the Instructional Development Office seems to have a "ripple effect" in involving more and more faculty in its projects. Some interviewees seem to feel that Dr. Young should be more active in "pushing" faculty to be involved. Many felt that more money should be made available, and less "red-tape" required for getting that money. One interviewee felt that Instructional Development could be more helpful to those who have been denied funding for projects. A newsletter from the office would aid in disseminating more information.

The program is most definitely serving a wide variety of interests and is aiding in the development of a variety of programs and skills. The range of program benefits is tremendous and covered a wider range than I had initially expected. I must admit to having become enlightened by the interviews in this regard. I cannot be a fair judge of what is being generated by the department. I am not an expert in education and do not know what other schools do. Yet, I must admit to being very impressed by the diversity of results and the positive feelings that the participants hold for their involvement. The Office appears to be benefiting all aspects of the teaching experience from the content of the courses to educational philosophy and theory. The Office is most definitely raising the level of instruction of those who participate, and this is by their own admission.

The mechanism connecting the Instructional Development Office with the faculty is weak and unorganized. Certainly there are many reasons why this office would not seek to promote its programs in the way that Coca-Cola is promoted, but I think I can see room for improvement here. One of the basic ways I see the Office being used is through the efforts of good executives. Leadership at the level of the Chair seems conducive to extended contact between the remaining faculty and the Office. _____ in (department) is a good example. He initiated the contact. Bob and he then conducted a program that exposed the service to the faculty (whether they attended or not I suppose). Faculty awareness in this school is quite high, especially awareness about the Grants program. The initiative of the Chair is important - 2nd case, (the department of _____). After the faculty learned of the services offered by the Office during our curriculum revision some of the faculty subsequently contacted the Office for other programs. Another case - _____. Although his experience was different than others it appears that he initiated the contact with the Office and also, that he is the only member of the _____ faculty to do so.

. . .

Another means of connecting seems to work through the University Newsletter. This is probably the most effective newsletter in the University to communicate the various offerings through. Other than this the Chair appears very important. Other than this it seems that only faculty with interest in learning about teaching will be drawn by the bait thrown out to others. These seed efforts will most assuredly have positive effects, but they will be limited to portions of the pool and will only benefit those already most inclined.

Thus, a major problem remains - How to contact those that are not inclined, ignore their Chair, and don't read the newsletter closely or don't care what is offered. This question of connections will most definitely limit the success of the program.

An Evaluation Summary

A great deal of information has been presented as this year's contribution to the continuing evaluation of the instructional development program. Overall, it is enormously supportive of the Instructional Development enterprise, funded by the Bush Foundation. That so much has been accomplished in just two years is a tribute to Robert Young, and those who have worked with him, and to the receptiveness and interest of faculty at the University of North Dakota. There are areas that need continuing attention - how to assure greater access to information about Instructional Development programs and services, keeping the activities responsive and non-bureaucratic, involving a broader range of faculty, especially in colleges and departments where knowledge and participation levels remain low, creating an even more constructive environment in which to discuss and act on teaching issues, enlarging the available resources - but these seem related to the natural evolution of a program such as that instituted here with support from the Bush Foundation. A healthy climate exists for further development and we trust that this report will be helpful to the program and will assist in the dialogue that surrounds the program. We refrained from making any kind of "final" evaluation and recommendations inasmuch as we wish the document and the data to be discussed on the campus by the instructional developmant staff, the Faculty Instructional Development Committee, the University Faculty Development Committee, the UND faculty and staff in general, and off the campus by those, including the Bush Foundation staff, in a position to be helpful to our efforts of instructional development at the University of North Dakota.

III. Financial Report

In 1981-82, the second year of the Bush-supported instructional development program at UND, the program expended $150,602.99. Eighty-one percent, or $122,353.99, of this expenditure was supported by the Bush grant; nineteen percent, or $28,249.00, was provided from University funds.

As the figures reported below indicate, a balance of $6,426.01 remained from Bush funds at the end of the fiscal year. A request has been made to carry these funds over into the program budget for 1982-83. As described in the first year financial report, not enough was budgeted, in the original proposal, for operating expenses, i.e. supplies, word processing, telecommunications, and travel. With the permission of the Foundation, funds allocated for Evaluation, since this activity has not cost as much as predicted, have been used for operating expenses, as referred in the budget and expenditure figures below. Also, unused Evaluation funds have been used to support additional secretarial and student assistance, again as indicated below.

As a final point of introduction to this financial report, it should be pointed out that the University has exceeded, in this second year, the financial contribution that it promised in the original Bush proposal. As in the first year, UND had gone beyond its initial commitment to staff salaries. Since the State appropriated salary increase for 1981-82 was 8%, the additional 2%, above the 6% committed in the proposal, was picked up by the University. Also, UND, through its regular budget, has provided additional equipment requested by the Office of Instructional Development, over and above its initial agreement with the Bush Foundation. Both these instances--salaries and equipment--indicate the University's intent to progressively consider the costs of an instructional development program as part of its own budget.

Bush Foundation
University of North Dakota
Instructional Development Program

Tentative Financial Status Report*
For the Period July 1, 1981 through June 30, 1982

Income

Bush Foundation	$125,000.00
UND	
Salaries & Fringe Benefits	17,749.00
Operating Expenses (e.g., supplies, travel)	500.00
Faculty Instructional Development Committee	10,000.00
1980-81 Balance	3,780.00
TOTAL	$157,029.00

Expenses	Budgeted		Expended	
	Bush	UND	Bush	UND
Salaries & Benefits				
Director/Secretary	$ 31,800.00	$ 14,898.00	$ 31,800.00	$ 14,898.00
Fringe Benefits	5,088.00	2,851.00	5,088.00	2,851.00
Graduate Service Asst.	1,500.00	-	209.00	-
Operating Expenses				
Ofc. Supp. & Materials	2,530.00	250.00	2,321.70	250.00
Postage	(100.00	(-	(177.12	(-
Telephone	700.00	-	679.24	-
Supplies	250.00	250.00	204.14	250.00
Printing/Duplicating	1,000.00	-	760.29	-
Books/Subscriptions	200.00	-	270.00	-
Audio-Visual	100.00	-	78.56	-
Miscellaneous	180.00)	-)	152.35)	-)
Travel	1,000.00	250.00	801.12	250.00
Evaluation	5,000.00	-	352.45	-
Instructional Development Grants	10,000.00	10,000.00	9,967.79	10,000.00
Instructional Development Contracts	46,892.65	-	46,813.93	-
Developmental Leave Supplements	25,000.00	-	25,000.00	-
Total Expended 7/1/81-6/30/82			$122,353.99	$ 28,249.00
Total Receipts 7/1/81-6/30/82			$125,000.00	$ 28,249.00
FUND BALANCE 6/30/82			$ 6,426.01	-0-

(*Final official status report to be prepared by Office of Grants & Contracts.)